



# Kentucky Academic Course Code List

Elementary Course Codes  
without Certification

## Kentucky Academic Course Codes

The Kentucky Department of Education (KDE) initiated a course code project under the direction of Commissioner Pruitt in January 2017. The project ensures Kentucky is providing equitable opportunity and access to research-based student experiences that impact student success.

The results of the project include an alignment of core academic course codes to Kentucky Academic Standards. The standards aligned to the core academic course codes cannot be changed. The alignment serves as a guarantee to students across the Commonwealth that all students have equitable access to Kentucky Academic Standards. The project also provides an alignment to Kentucky's new Accountability System, 703 KAR 5:270, which measures opportunity and access provided to students across Kentucky.

The Kentucky Academic Course Code List contains a listing of course codes and descriptions along with certifications that fit the parameters for given courses. The content listed for a course cannot be changed; however, the grade range and population information listed for each course are not absolute and can vary slightly depending on the needs of the school and teacher certifications. Districts should choose the course that most closely represents the content in a given course. ***The description and content of a course are the determining factors in what should be selected.***

### Contact Information:

- Districts may contact [CourseCodes@education.ky.gov](mailto:CourseCodes@education.ky.gov) with questions pertaining to course codes, course content and course-standards alignment.
- Districts may contact the EPSB Division of Certification at (502) 564-4606 or [dcert@ky.gov](mailto:dcert@ky.gov) with question pertaining to certification.
- Districts may contact KHEAA at (502) 696-7397 or [kees@kheaa.com](mailto:kees@kheaa.com) with questions pertaining to KEES eligibility.

## HOW TO USE THIS DOCUMENT

This document contains a listing of course codes and descriptions along with certifications that fit the parameters for given courses. The grade range listed for each course are not absolute. Please choose the course that most closely represents the content in a given course.

### EXAMPLE

John Q Middle School had 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grade students taking a Visual Art course. This course would be linked to course number **500711: Visual Art – Comprehensive**, which shows a recommended grade range of 6 – 12.

Schools will link their courses on the Infinite Campus “Course Master” tab OR in the “Course” tab to courses listed in this document.

Schools may have created courses that are very unique in order to meet students’ needs. If a course does not meet the definition or content of one contained in this document, please use course number **909999: School Defined Course**, and define the correct content through the LEAD report.

The course code 909999 should be used in situations where a current course code does not exist and there are no existing Kentucky Academic Standards aligned to the course. Local Boards of Education should approve the use of a district's use of a 909999 course code *before* a district begins utilizing it within Infinite Campus. Please see the [Guiding Principles For Using Course Code 909999](#) for more information.

## CERTIFICATIONS

It is important to note that the certificates listed are the ones that fit ***ALL*** of the parameters for a specific course; there may be other certificates that can teach it with slightly more restrictive parameters.

Please take note of the following information from *The Kentucky Academic Standards* with regard to middle school courses that are offered for high school credit.

### High School Credit Earned in Middle School

It is expected that most students will earn high school credits during their high school years. However, local school districts may offer high school courses to middle level students if the following criteria are met:

- the content and the rigor of the course are the same as established in the *Kentucky Academic Standards*
- the students demonstrate mastery of the middle level content as specified in the *Kentucky Academic Standards*
- the district has criteria in place to make reasonable determination that the middle level student is capable of success in the high school course
- **the middle level course is taught by teachers with either secondary or middle level certification with appropriate content specialization**

Although middle level courses list the Provisional and Standard Elementary Certificates, Grades 1-8 as allowable under the parameters of these courses, they will not meet the above requirements for courses that are offered for high school credit.

***This document is a guide; therefore the EPSB disclaims any warranties as to the validity of the information in this document. Users of this document are responsible for verifying information received through cross-referencing the official record in the EPSB's Division of Certification. The EPSB shall not be liable to the recipient, or to any third party using this document or information obtained therefrom, for any damages whatsoever arising out of the use of this document.***

# **Elementary**

**(700000)**

# Elementary - Preschool (700500)

---

## 700510 - Preschool Self-Contained

**Grade Level:** -1 - 0

**Credits:**

**Description:** The preschool program is designed to be developmentally appropriate for young children. "Developmentally appropriate" is defined in law to mean that the program focuses on the child's physical, intellectual, social and emotional development, including interpersonal, intrapersonal, and socialization skills.

**Content:** Elementary Education

**Population:** Preschool

# Elementary - Primary (701000)

---

## 701020 - Primary Language Arts

**Grade Level:** 0 - 3

**Credits:**

**Description:** Content is designed to build a wide range of reading experiences with print and non-print materials that have literary, informational, persuasive, and practical purposes. Students use writing-to-learn and writing-to-demonstrate learning strategies, as well as the writing process and criteria for effective writing, to develop writing in a variety of forms and for multiple audiences and purposes. Speaking, listening, and observing skills are used to communicate information for a variety of authentic purposes, situations, and audiences. The integration of inquiry skills and technology with the other strands allows students to discover and communicate ideas and information.

**Content:** English Language Arts

**Population:** General

[701020 Primary Language Arts Kindergarten Course Standards Document](#)

[701020 Primary Language Arts Grade 1 Course Standards Document](#)

[701020 Primary Language Arts Grade 2 Course Standards Document](#)

[701020 Primary Language Arts Grade 3 Course Standards Document](#)

---

## 701030 - Primary Reading

**Grade Level:** 0 - 3

**Credits:**

**Description:** Focuses on skill acquisition and reading technique; demonstrates word attack skills and reading comprehension strategies

**Content:** Reading

**Population:** General

---

## 701040 - Primary Mathematics

**Grade Level:** 0 - 3

**Credits:**

**Description:** In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics. In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes. In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten

notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes. In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

**Content:** Mathematics

**Population:** General

[701040 Primary Mathematics Kindergarten Course Standards Document](#)

[701040 Primary Mathematics Grade 1 Course Standards Document](#)

[701040 Primary Mathematics Grade 2 Course Standards Document](#)

[701040 Primary Mathematics Grade 3 Course Standards Document](#)

---

## 701050 - Primary Social Studies

**Grade Level:** 0 - 3

**Credits:**

**Description:** The social studies program for the primary grades includes essential content from five areas of social studies: government and civics, culture and society, economics, historical perspective, and geography. The essential content descriptions for the five social studies areas are not course or grade-level descriptions. Rather, they describe a comprehensive and integrated social studies program to be completed during the primary school experience.

**Content:** Social Studies

**Population:** General

[701050 Primary Social Studies Course Standards Document](#)

---

## 701060 - Primary Science

**Grade Level:** 0 - 3

**Credits:**

**Description:** Primary level science contains the physical, earth/space, life science, and engineering core ideas as defined in the Kentucky Academic Standards for Science. Students will learn these core ideas through the use of the science and engineering practices and crosscutting concepts. The science and engineering practices are skills students will use as they investigate the natural world and develop solutions to problems. The crosscutting concepts are conceptual ways of thinking that cross the domains of science. Standards marked with an asterisk (\*) integrate traditional science content with engineering.

**Content:** Integrated Science (Non-High School)

**Population:** General

[701060 Primary Science Kindergarten Course Standards Document](#)

[701060 Primary Science Grade 1 Course Standards Document](#)

[701060 Primary Science Grade 2 Course Standards Document](#)

[701060 Primary Science Grade 3 Course Standards Document](#)

# Elementary - Intermediate (702000)

---

## 702020 - Intermediate Language Arts

**Grade Level:** 4 - 5

**Credits:**

**Description:** Content is designed to build a wide range of reading experiences with print and non-print materials that have literary, informational, persuasive, and practical purposes. Students use writing-to-learn and writing-to-demonstrate learning strategies, as well as the writing process and criteria for effective writing, to develop writing in a variety of forms and for multiple audiences and purposes. Speaking, listening, and observing skills are used to communicate information for a variety of authentic purposes, situations, and audiences. The integration of inquiry skills and technology with the other strands allows students to discover and communicate ideas and information. Course adheres to Program of Studies requirements.

**Content:** English Language Arts

**Population:** General

[702020 Intermediate Language Arts Grade 4 Course Standards Document](#)

[702020 Intermediate Language Arts Grade 5 Course Standards Document](#)

---

## 702030 - Intermediate Reading

**Grade Level:** 4 - 5

**Credits:**

**Description:** Focuses on skill acquisition and reading technique; demonstrates word attack skills and reading comprehension strategies.

**Content:** Reading

**Population:** General

---

## 702040 - Grade 4 Mathematics

**Grade Level:** 4 - 4

**Credits:**

**Description:** In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry. (1) Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of



operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context. (2) Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g.,  $15/9 = 5/3$ ), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number. (3) Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.

**Content:** Mathematics

**Population:** General

[702040 Grade 4 Mathematics Course Standards Document](#)

---

## 702045 - Intermediate Mathematics - Grade 5

**Grade Level:** 5 - 5

**Credits:**

**Description:** In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume. (1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.) (2) Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately. (3) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

**Content:** Mathematics

**Population:** General

[702045 Grade 5 Mathematics Course Standards Document](#)

---

## 702050 - Intermediate Social Studies - Grade 4

**Grade Level:** 4 - 4

**Credits:** None

**Description:** Intermediate level social studies utilizes the five strands of social studies (historical perspective, geography, economics, government and civics, and culture and society) in an integrated program which focuses on a different grade-level context each year. For example, grade four focuses on Kentucky studies and regions of the United States through integration of all five strands. Grade five includes an integrated focus on United States history. Regardless of the grade-level context, students incorporate each of the five categories of social studies to explore the content

**Content:** Social Studies

**Population:** General

[702050 Intermediate Social Studies Grade 4 Course Standards Document](#)

---

## 702055 - Intermediate Social Studies - Grade 5

**Grade Level:** 5 - 5

**Credits:** none

**Description:** Intermediate level social studies utilizes the five strands of social studies (historical perspective, geography, economics, governments and civics, and culture and society) in an integrated program which focuses on a different grade-level context each year. For example, grade four focuses on Kentucky studies and regions of the United States through integration of all five strands. Grade five includes an integrated focus on United States history. Regardless of the grade-level context, students incorporate each of the five categories of social studies to explore the content.

**Content:** Social Studies

**Population:** General

[702055 Intermediate Social Studies Grade 5 Course Standards Document](#)

---

## 702060 - Intermediate Science

**Grade Level:** 4 - 4

**Credits:**

**Description:** Intermediate level science contains the physical, earth/space, life science, and engineering core ideas as defined in the Kentucky Academic Standards for Science. Students will learn these core ideas through the use of the science and engineering practices and crosscutting concepts. The science and engineering practices are the skills students will use as they investigate the natural world and develop solutions to problems. The crosscutting concepts are conceptual ways of thinking that cross the domains of science. Standards marked with an asterisk (\*) integrate traditional science content with engineering.

**Content:** Integrated Science (Non-High School)

**Population:** General

[702060 Intermediate Science Grade 4 Course Standards Document](#)

## 300155 Integrated Science 5

**Grade Level:** 5 - 5

**Credits:**

**Description:** In this course, students are engaged in experiences related to properties and changes of matter, interaction of the Earth's systems, and energy transfer within ecosystems, as outlined in the Kentucky Academic Standards for Science. The use of the science practices describes the behaviors students will engage in as they investigate the natural world. The use of the engineering practices describe behaviors students will use as they design and build models and systems.

**Content:** Integrated Science (Non-High School)

**Population:** General

[300155 Integrated Science 5 Course Standards Document](#)

# Elementary - Other (703000)

---

## 703001 - Elementary Homeroom

**Grade Level:** 0 - 5

**Credits:** 0

**Description:** This course is to be used for non-self contained elementary homeroom attendance courses.

**Content:** Elementary Education

**Population:** General

---

## 703010 - Elementary Visual Art

**Grade Level:** 0 - 5

**Credits:** 0

**Description:** Students explore and develop knowledge and skills for traditional and new art mediums to create individual works of art, present their artworks to an audience, respond verbally and in writing to their works and the works of others, and connect their art to their experiences and the world around them. Students explore the language, materials, media, and the elements of art and principles of design supporting a work of art. Students also explore and analyze artists, art movements, and styles. Students explore career opportunities in art.

**Content:** Art

**Population:** General

[703010 Elementary Visual Art K-3 Course Standards Document](#)

[703010 Elementary Visual Arts 4-5 Course Standards Document](#)

---

## 703020 - Elementary History and Appreciation of Visual and Performing Arts

**Grade Level:** 0 - 5

**Credits:** 0

**Description:** Students explore significant works, artists, and movements that have shaped the arts world and have influenced or reflected various periods of history in the arts disciplines of dance, music, theatre and visual art. Course content emphasizes the sequential evolution of art forms, techniques, symbols, and themes within those disciplines. The course covers the connections of the arts to cultural, social, political, and historical events throughout the world. Critical analysis of works from the disciplines, as they communicate and express the history, needs, and ideals of society and individuals is included. The course provides for students to experience creating and performing/presenting/producing their own works, to respond to their works and the works of others and to connect their personal experiences to the arts. Students explore career opportunities in the visual and performing arts.

**Content:** Arts and Humanities/History and Appreciation of the Visual and Performing Arts

**Population:** General

[703020 Elementary History and Appreciation of Visual and Performing Arts K-3 Course Standards Document](#)

[703020 Elementary History and Appreciation of Visual and Performing Arts 4-5 Course Standards Document](#)

---

## 703021 - Elementary Dance/Creative Movement

**Grade Level:** 0 - 5

**Credits:** 0

**Description:** Students explore the purposes of and how dance serves different cultures (recreational, social, cultural, theatrical, educational, and liturgical, etc.) to expand knowledge of and ability to critique dance as an art form. Students explore a variety of dance forms, styles and choreographic approaches to create their own dance and perform dances for an audience. Students respond both verbally and in writing to their dance and the dance of others. Creative Movement courses develop students' ability to move expressively without being based on particular dance forms or on developing specific dance techniques. Students explore career opportunities in dance.

**Content:** Dance

**Population:** General

[703021 Elementary Dance Creative Movement K-3 Course Standards Document](#)

[703021 Elementary Dance Creative Movement 4-5 Course Standards Document](#)

---

## 703022 - Elementary Theatre

**Grade Level:** 0 - 5

**Credits:** 0

**Description:** Students explore and develop a knowledge of theatrical concepts and techniques that will enable them to create new theatre pieces, perform their own and existing theatre works for an audience, respond both verbally and in writing to studio exercises and their performances and the performances of others and to connect theatre to their lives and the world around them. Courses cover multiple styles of dramatic literature. Students explore acting and improvisation, theatre design (sets, costuming, etc.) and technology, theatre history and appreciation and dramatic literature. Careers in theatre are explored.

**Content:** Theatre

**Population:** General

[703022 Elementary Theatre K-3 Course Standards Document](#)

[703022 Elementary Theatre 4-5 Course Standards Document](#)

---

## 703030 - Elementary General Music

**Grade Level:** 0 - 5

**Credits:** 0

**Description:** Students explore various aspects of music including the elements of music, music styles, historical and cultural contexts; including study of instrumental music (acoustic and electronic) and vocal music. Students learn to create their own music, perform their music and the music of others for an audience, respond both verbally and in writing about their music and the music of others

and connect music to their lives and the world around them. Although performance is a part of the course, the focus is on learning about music. Students learn about careers in music.

**Content:** Music

**Population:** General

[703030 Elementary General Music K-3 Course Standards Document](#)

[703030 Elementary General Music 4-5 Course Standards Document](#)

---

## 703031 - Elementary Band

**Grade Level:** 0 - 5

**Credits:** 0

**Description:** Students explore and develop technique for playing brass, woodwind, and percussion instruments, and study and perform a variety of band literature styles (concert, marching, symphonic, and modern styles). Classes can be large ensemble including all three instrument families or in separate homogeneous classes according to family. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences. Students learn to create their own music, perform their music and the music of others for an audience, respond both verbally and in writing about their music and the music of others and connect music to their lives and the world around them. Students learn about careers in music.

**Content:** Music

**Population:** General

[703031 Elementary Band K-3 Course Standards Document](#)

[703031 Elementary Band 4-5 Course Standards Document](#)

---

## 703032 - Elementary Chorus

**Grade Level:** 0 - 5

**Credits:** 0

**Description:** Students explore and develop vocal skills in the context of a large choral ensemble as a means to study and perform a variety of styles. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences. Students learn to create their own music, perform their music and the music of others for an audience, respond both verbally and in writing about their music and the music of others and connect music to their lives and the world around them. Students learn about careers in music.

**Content:** Music

**Population:** General

[703032 Elementary Chorus K-3 Course Standards Document](#)

[703032 Elementary Chorus 4-5 Course Standards Document](#)

---

## 703033 - Elementary Orchestra

**Grade Level:** 0 - 5

**Credits:** 0

**Description:** Students explore and develop abilities to play string instruments, along with brass, woodwind, and percussion instruments, covering a variety of orchestral literature styles. Full orchestras include strings along with woodwind, brass, and percussion instruments. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences. Students learn to create their own music, perform their music and the music of others for an audience, respond both verbally and in writing about their music and the music of others and connect music to their lives and the world around them. Students learn about careers in music.

**Content:** Music

**Population:** General

[703033 Elementary Orchestra K-3 Course Standards Document](#)

[703033 Elementary Orchestra 4-5 Course Standards Document](#)

---

## 703040 - Elementary Technology Competency

**Grade Level:** 0 - 5

**Credits:**

**Description:** This course is designed to increase technology competency through use of basic computer programs (i.e. word processing, spreadsheets, Power Point, internet, etc.)

**Content:** Computer Laboratory

**Population:** General

[703040 Elementary Technology Competency Primary](#)

[703040 Elementary Technology Competency Intermediate](#)

---

## 703045 - Elementary STEM

**Grade Level:** 3 - 5

**Credits:**

**Description:** This course is one designed to allow students to explore the sciences, in a STEM environment, beyond the Kentucky Academic Standards. Students should, however, explore using of the science and engineering practices and crosscutting concepts. The science and engineering practices are skills students will use as they investigate the natural world and develop solutions to problems. The crosscutting concepts are conceptual ways of thinking that cross the domains of science.

**Content:** Integrated Science (Non-High School)

**Population:** General

---

## 703050 - Elementary Library

**Grade Level:** 0 - 5

**Credits:**

**Description:** The area of Library Media emphasizes teaching students to become information literate and lifelong learners; working in collaborative partnerships to meet individual needs; and providing access to information resources and technology.

**Content:** Library

**Population:** General

---

## 703065 - Elementary Reading and ELA Intervention

**Grade Level:** 0 - 5

**Credits:** 0

**Description:** This course is designed for students who need additional assistance or extension beyond the grade level reading or ELA course. This course uses intervention strategies to build and support reading and ELA understanding.

**Content:** Reading

**Population:** General

---

## 703066 - Elementary Mathematics Intervention

**Grade Level:** 0 - 5

**Credits:** 0

**Description:** This course is designed for students who need additional assistance or extension beyond the grade level math course. This course uses intervention strategies to build and support student mathematical understanding.

**Content:** Mathematics

**Population:** General

---

## 703071 - K-3 Primary Physical Education

**Grade Level:** 0 - 3

**Credits:**

**Description:** This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the Kentucky Academic Standards for Elementary School (K-3rd Grade) Physical Education. The emphasis of this course is to provide students with the skills, knowledge, attitude and confidence to be active for a lifetime. Students will be introduced to foundational movement skills and fitness related activities. Students will be introduced to how physical activity contributes to optimal development of physical, mental, emotional and social health.

**Content:** Physical Education

**Population:** General

[703071 K-3 Primary Physical Education Course Standards Document](#)

---

## 703072 - 4-5 Intermediate Physical Education

**Grade Level:** 4 - 5

**Credits:**

**Description:** This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the Kentucky Academic Standards for Elementary School (4th & 5th Grade) Physical Education. The emphasis of this course is to provide students with the skills, knowledge, attitude and confidence to be active for a lifetime. Students will build upon foundational movement skills and begin to apply strategies/tactics as they participate in lead up games and activities that enhance their personal fitness. Students will learn how physical activity contributes to optimal development of physical, mental, emotional and social health.

**Content:** Physical Education

**Population:** General



[703072 4-5 Intermediate Physical Education Grade 4 Course Standards Document](#)

[703072 4-5 Intermediate Physical Education Grade 5 Course Standards Document](#)

---

## 703081 - K-3 Primary Health Education

**Grade Level:** 0 - 3

**Credits:**

**Description:** This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Health Education program in accordance with the Kentucky Academic Standards for Elementary School (K-3rd Grade) Health Education. The emphasis of this course is to teach students the ability to access, understand, appraise, apply and advocate for health information and services in order to maintain or enhance one's own health and the health of others.

**Content:** Health Education

**Population:** General

[703081 K-3 Primary Health Education Course Standards Document](#)

---

## 703082 - 4-5 Intermediate Health Education

**Grade Level:** 4 - 5

**Credits:**

**Description:** This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Health Education program in accordance with the Kentucky Academic Standards for Elementary School (4th & 5th Grade) Health Education. The emphasis of this course is to teach students the ability to access, understand, appraise, apply and advocate for health information and services in order to maintain or enhance one's own health and the health of others.

**Content:** Health Education

**Population:** General

[703082 4-5 Intermediate Health Grade 4 Course Standards Document](#)

[703082 4-5 Intermediate Health Grade 5 Course Standards Document](#)

---

## 703088 - K-3 Primary Integrated Health & Physical Education

**Grade Level:** 0 - 3

**Credits:**

**Description:** This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education and Health Education program by combining the Kentucky Academic Standards for Elementary School (K-3rd Grade) Physical Education and Health Education (K-3rd Grade) into one course.

**Content:** Integrated Health and Physical Education

**Population:** General

[703088 K-3 Primary Integrated Health Education & Physical Education Course Standards Document](#)

---

## 703089 - 4-5 Intermediate Integrated Health Education & Physical Education

**Grade Level:** 4 - 5

**Credits:**

**Description:** This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education and Health Education program by combining the Kentucky Academic Standards for Intermediate Physical Education and Health Education into one course.

**Content:** Integrated Health and Physical Education

**Population:** General

[703089 4-5 Intermediate Integrated Health & Physical Education Grade 4 Course Standards Document](#)

[703089 4-5 Intermediate Integrated Health & Physical Education Grade 5 Course Standards Document](#)

## 703093 - Elementary Career Studies

**Grade Level:** 0 - 5

**Credits:** 0

**Description:** This course develops an awareness of careers. This awareness includes the purpose of having a job, concepts of consumer decision-making, saving money, and connections between work and learning. The challenge is to empower students to make a connection between school and the world of work and to be productive citizens.

**Content:** Elementary Education

**Population:** General

[703093 Elementary Career Studies Primary](#)

[703093 Elementary Career Studies Intermediate](#)